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ABSTRACT

During 1980-81, over 500 students from 43 single tribes and 63 combinations of tribes were identified and served by the Indian Education Program in the Phoenix Union High School District in Arizona. Services provided were: remedial assistance in basic skills; Indian Youth Advisors serving as para-counselors, referral sources, and school/community liaisons; field trips to Indian and non-Indian cultural events; and selected student attendance at Project "Close-Up" in Washington, D.C. A total of 36 objectives were related to program goals of: providing supplemental education programs and opportunities for Indian students district-wide; planning, developing, and implementing home/school liaison services emphasizing preventive maintenance para-counselors; planning, developing, and implementing a complete Indian studies supplemental curriculum; providing opportunities for cross-cultural experiences and communication; providing awareness of career and post-secondary alternatives for Indian students; providing overall supervisory, operational, and fiscal management of Indian Education Programs; increasing parental involvement in the educational and social development of Indian students; and providing a Johnson-O'Malley funded summer school. The report includes opinion surveys and needs assessments by parents, students, administrators, and bookstore managers, and tables showing student tribal affiliations, grade levels, dropout rates, attendance at parent meetings, and California Achievement Test Scores. (NEC)

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PHOENIX UNION HIGH SCHOOL DISTRICT # 210

Title IV-A/Johnson O'Malley

Indian Education Program

Final Evaluation Report
1980-81

REPORT NO. 33:07:81/82:003

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REPORT

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1980-81

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RESEARCH SERVICES

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ABSTRACT

The Indian Education Program in the Phoenix Union High School District is designed to serve all identified Indian students. During 1980/81, program staff members identified over 500 students from 43 single tribes and 63 combinations of tribes.

A wide variety of services is offered by the Indian Education Program. Part-time teachers provide remedial assistance in basic skills. Indian Youth Advisors serve as para-counselors, referral sources, and school/community liaisons. Field trips to Indian and non-Indian cultural events are held throughout the school year, and selected students attend Project "Close-Up" in Washington, D.C.

The program had seven major goals for the 1980/81 school year. An additional goal provided for a Johnson-O'Malley funded summer school. A total of 36 objectives were to be accomplished in order to fulfill these eight program goals.

The past year has been a difficult one for the Indian Education Program. A new Facilitator, who took office in February, discovered that many program objectives and activities had not been carried out. Some of those objectives were difficult or impossible to complete. The program is currently being reorganized. Many positive changes have occurred, and others are planned.

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INTRODUCTION

The Indian Education Program in the Phoenix Union High School District serves all "identified Indian students." The program is funded by the District, Title IV-A and the Johnson-O'Malley Act (JOM). These funds are supplemented by an allocation from the Gila River Pima/Maricopa Indian Reservation. For the purposes of Title IV-A, the student must be identified by a tribal enrollment number (given at birth) and tribal affiliation. In order to qualify under JOM, the student must be at least one-quarter Indian and give a tribal affiliation. As of September, 1980, the Indian Education Staff had identified 538 students as eligible for services. By July 1981, that number had increased to 598. The later count was used as the basis for Tables 1 and 2 of this report.

Indian students represented 43 single tribes and 63 combinations of tribes (see Table 1). They attended all regular high schools and special schools. Over one-third of the identified Indian students were enrolled at one of two campuses: Central and Carl Hayden (Table 2). There were fewer freshmen than upper classmen as of July 1981, because freshman pre-enrollment was not yet completed. The Indian dropout rate during 1980/81 was 22.9%. This is a decrease from the preceding two years, although it is still higher than the average District rate of 18.4%. Table 3 compares the Indian dropout rates for the last three years.

The original Title IV-A and JOM proposals for this program addressed essentially the same goals, objectives, and activities. The two sources fund different aspects of the total program. The following section is an evaluation of the progress of the Indian Education Program staff towards stated goals and objectives. The next portion reports the results of needs assessment and opinion surveys of concerned individuals, and the final section discusses the Indian Education summer school funded by JOM. The evaluator's observations, conclusions and recommendations follow the narrative.

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ACHIEVEMENT OF OBJECTIVES

GOAL 1: To provide supplemental educational programs and opportunities for Indian students District-wide.

Objectives:

- a) Part-time Indian education teachers were to be hired.
- b) Part-time tutors were to be hired to provide academic assistance.
- c) Teachers were to provide certified supervision for out-of-school field trips.
- d) Seventy-five percent (75%) of identified Indian students were to show improvement in basic skills as measured by District-administered criterion-referenced tests.
- e) Ninety percent (90%) of identified Indian students were to be provided a supplemental educational program.
- f) Sixty percent (60%) were to have the opportunity to complete correspondence courses, accelerated courses, or co-enrollment at Phoenix College.
- g) High school textbooks, supplies, and clothing were to be provided to students who qualified for assistance.

Attainment of Objectives:

- a) Teachers: Part-time teachers were hired as planned. Class structure was primarily tutorial, with an emphasis on English skills and some math. Students also worked on assignments from their regular classes. The Indian Education teachers assisted students with understanding their assignments and attempted to ensure that those assignments were completed and returned on time to the regular teachers. In addition, two history classes were provided at Carl Hayden High School.

Originally, teachers' activity logs were to serve as evidence that Indian Education classes had been taught as planned. However, the new Program Facilitator opted to use an on-going monitoring system. This was partially due to the fact that teachers had never been informed that they were to maintain activity logs and also because monitoring enabled teachers and/or the facilitator to modify classes which were not succeeding as planned. The facilitator also met monthly with the Indian Education teachers as a group. The meeting was at a different school each month. The teacher at that school gave a presentation explaining his/her program, the enrollment, and the teaching techniques in use. The group as a whole then discussed the program; offering praise, criticism, or suggestions where warranted. The program facilitator reports that this system worked well.

- b) Tutors: The project did not hire any tutors during 1980-81. Since the schools provide special basic skills classes and the Indian Education teachers provide individual assistance, there is little, if any demand for tutoring services through the Indian Education program.
- c) Field Trips: One Indian Education teacher supervised students on a trip to Hopi and the Grand Canyon. Two teachers assisted at Indian Athletic Day, and one participated in Career Day.
- d) Basic Skills: The District criterion-referenced tests are structured in sections. Posttesting occurs only on those sections failed during earlier testing periods. A student who takes a posttest can either improve his/her score

or stay the same, but can not receive a lower score. Once all of the subtests in one test have been passed, the student's score can not be improved by post-testing. These factors were apparently not taken into account when program objectives were formulated. Like all other students in the District, Indian students are required to pass all three criterion-referenced tests before graduating. Many students, particularly juniors and seniors, had passed the test prior to the 1980-81 school year. Thus, it was impossible for 75% of them to "show improvement."

The list of identified Indian students provided by Phoenix Union high School District Data Processing during second semester included 462 individuals. Of those 462, 157 (34%) were freshmen and had no pretest scores, since the District-administered pretest had been given before they entered high school. On the reading test (MRPA), an additional 152 students (32.9%) had successfully passed all sections on the pretest. It was not possible for these two groups of students to show improvement on the posttest. Of the remaining students, 26 (36.6%) did not take the posttest, 49.3% showed improvement, and 14.1% showed no improvement.

Results for the math test (M2PT) were very similar. The 157 freshmen and 132 students (28.6%) who had previously passed the test accounted for 62.6% of the students listed. Of those remaining, 22.7% did not take the posttest, 66.7% improved their scores, and 10.7% did not improve.

The writing test (WST) seemed the most difficult for Indian students. Only 15.8% had passed all sections on the pretest. (The 157 freshmen again account for 34% of the sample.) Of those who had not passed the entire test, 19.6% did not take the posttest. Over three-fourths (77.5%) passed additional sections on the posttest, and only 2.9% failed to improve. Thus, the Writing Skills Test appears both to have been the most difficult initially and the one in which more improvement was shown.

In conclusion, the original objective seems to have underestimated the basic skills performance of identified Indian students. Fewer students than projected showed improvement on criterion-referenced tests simply because: 1) almost 33% had already passed reading and almost 30% had passed math, 2) 34% of the students were freshmen who had not taken the pretest.

- e) Supplemental educational programs: There are many Indian students within the District who perform at average or above average levels in the classroom, and who neither need nor desire supplemental educational programs. With this fact in mind, the objective of providing supplemental educational programs to 90% of identified Indian students seems unrealistic. Not surprisingly, this objective was not met. However, Indian students did enroll in many special programs within the District. These include Bostrom Alternative Center for Education (28 students), Cysis Center (8 students), Phoenix Vocational Academic Center (2 students), Desiderata (4), Desert Valley (3), and Alhambra Evening School (1 adult). Students were also enrolled in District Learning Disabled or Gifted programs if they met the qualifications and wished to participate.

- f) Advanced Courses: As in the preceding objective, the expectation that 60% of the identified Indian students would qualify for and wish to enroll in correspondence courses, advanced courses, or co-enrollment at Phoenix College was unrealistic. A small number of students did, however, take advantage of these opportunities. This objective has been revised for the 1981-82 program. The Indian Education staff will advise parents of such special opportunities, and serve as advocates for those students wishing to enroll.
- g) Textbooks, Clothing, and Supplies: The Indian Education staff reports that every student who qualified under the guidelines and submitted the necessary forms received aid. The total dollar amount expended for these services was \$4,792.28. Unfortunately, not all parents of potentially eligible students completed the paperwork to certify their students. Indian Youth Advisors made attempts to secure more completed forms through packets explaining the procedure and phone calls, but their efforts were not entirely successful.

GOAL 2: To plan, develop, and implement home/school liaison services emphasizing preventive maintenance para-counselors.

Objectives:

To implement this goal:

- a) Youth Advisors and a Program Specialist were to be hired.
- b) Short-term workshops were to be developed and held for the Youth Advisors. Youth Advisors were to be pre-posttested on the material presented.
- c) Youth Advisors were expected to attend outside conferences approved by the project.
- d) The Facilitator was to complete a profile of a successful preventive program model.
- e) Youth Advisors were to help supervise youth activities scheduled after normal working hours, and were to receive overtime or compensation time for such supervision.

Attainment of Objectives:

a) Youth Advisors:

Youth Advisors were hired as planned. There was some confusion over their roles in dealing with community and school personnel, as these roles were not adequately clarified in the objectives. The Program Specialist was hired and served in that capacity for one semester. When the original Program Facilitator resigned, the Program Specialist was moved into the Facilitator slot, and the Program Specialist position was left unfilled for the remainder of the year.

b) Workshops:

No short-term seminars or workshops were developed during the first semester, thus the Youth Advisors did not begin training sessions by January 1st as planned. The new Facilitator did implement three workshops for Youth Advisors during second semester. The first was a two-day session on verbal and non-verbal communication. The second was a two-day conference on group and individual testing and its interpretation. The third was a one-day presentation on Indian problems by the chief psychiatrist with the Bureau of Indian Affairs. Youth Advisors attended all three workshops and turned in evaluations of each seminar, however they were not pre/posttested on the material presented.

c) Outside Conferences:

Individual Youth Advisors attended the following outside conferences: Washington, D.C. and Arizona Close-Up, Save the Children, the Drug and Alcohol Abuse Program at Cook Christian Training School, and the National Indian Youth Leadership Conference.

d) Preventive Model:

When the new facilitator moved into his office in late January, he could find no evidence that the former facilitator had conducted research or collected data on model programs.

Therefore, he began to investigate other Indian Education programs to determine what services were offered and which program components were considered effective by staff members. Contact by telephone or personal visit was made with five other programs. The Facilitator has made a written record of information collected from each site contacted, and should be prepared to develop a model preventive program after collecting data from additional sites.

e) After-school Supervision:

Youth Advisors supervised such after-school and weekend activities as Awards Night, a pot-luck dinner, movies, field trips to Legend City, White River, Sedona, and the Grand Canyon, Indian Athletic Day, volleyball games, a car wash, and fry bread sales.

Although they were entitled to receive compensation time for such activities, they did not always request it.

GOAL 3: To plan, develop and implement a complete Indian studies supplemental curriculum.

Objectives:

- a) An Indian Education curriculum task force was to be formed, meet monthly, and develop a curriculum packet for a complete Indian study curriculum.
- b) Seventy percent (70%) of students enrolled in a "complete course" were to increase their knowledge of Indian history by 30% and skill development by 10%.
- c) A week-long "Arizona Tribal Close-Up" was to be developed and held.
- d) Indian curriculum material was to be provided to 60% of Indian students through an Indian Materials Resource Center.

Attainment of Objectives:

a) Curriculum Task Force:

The Indian Education task force was formed. The task force, consisting of two staff members and four parents, met once but never met again. No curri-

culum was developed. However, the current Project Facilitator wrote seven curriculum units on various aspects of "Native American Contributions to Arizona History." Each unit contained an outline, performance objectives, reading material, questions, names and terms to know, answer keys, suggested reading, and additional activities for gifted students. The units are currently in use in District Arizona History/Government classes. Arizona History/Government is required for all sophomores in the District.

b) Student improvement:

The Indian History course was never developed, but see "a."

c) Tribal Close-Up:

The "Arizona Tribal Close-Up" was never developed. However, the new Facilitator did work extensively with the existing two-day "Arizona Close-Up," and one of the Youth Advisors was the director of the state program for schools within the Phoenix Union High School District. Twenty-five students attended (the largest group in the state). The first day of the conference consisted of guest lectures on state and national issues, and was held at West High. The second day (at the state capitol) included a tour, lectures by state officials, and an opportunity to attend a state senate session.

d) Curriculum Materials:

The Indian Materials Resource Center was established at Carl Hayden High School, and an additional site will be established at Central High. Materials from the Center are currently being organized and cataloged. The Resource Center is open to all teachers, students and parents in the District.

GOAL 4: To provide opportunities for cross-cultural experiences and communication.

Objectives:

- a) An American Indian Student Inter-Tribal Council was to be formed, develop by-laws and a constitution, and publish a newsletter.
- b) Seventy-five percent (75%) of the identified Indian students were to participate in a "variety of experiences" to increase their knowledge of other cultures and values.
- c) Seventy-five percent (75%) of the identified students were to be provided opportunities to increase their knowledge of Indian cultures and tribal traditions.

Attainment of Objectives:

a) Inter-Tribal Council:

The Inter-Tribal Council was formed and consisted of members from all District High Schools. Meetings of Inter-Tribal clubs at each school were scheduled for once a week, and the Inter-Tribal Council met once a month. The average attendance is reported to have been approximately 40 students. The Inter-Tribal

Council and Clubs elected officers, discussed current Indian issues, and served as social clubs. Activities included fry bread sales, an outing to Legend City, and participation in the United National Indian Tribal Youth Conference (for which club members were hosts for a night). The Inter-Tribal Council and Clubs were active during the entire school year.

b) Knowledge of Other Cultures:

The "variety of experiences" students participated in to increase their knowledge of other cultures included trips to the Phoenix Public Library and the Oak Creek/Sedona area. Students also participated in the Hayden's Ferry Arts and Crafts Fair. No attendance sheets were kept at these events. However, it is doubtful that 75% of the identified Indian students were involved. Presumably, those Indian students not living on the reservation had fairly frequent contact with individuals of other cultures, both in school and in the community. Students from the reservation would have been the ones to benefit most from this objective.

c) Knowledge of Indian Culture:

The program provided more opportunities for Indian students to increase their knowledge of Indian cultures and tribal traditions than for them to learn about other cultures. Indian cultural events included field trips to the Heard Museum, Hopi, and the White Mountain area. Fry bread sales were held at Indian cultural events at Phoenix College, and students sang at the Maricopa Indian Nursing Home at Christmas. An Indian Modeling Club was formed, which demonstrated Indian fashions in style shows at Phoenix College and Maricopa Technical College. Approximately 30 students participated in each style show. Two speakers came to one classroom and gave talks about Indian legends and culture.

As in the previous objective, student attendance at special events was not recorded, so it is not known whether 75% participated in at least one event. However, more students did attend Indian cultural events than attended the non-Indian events, simply because there were more Indian events provided.

GOAL 5: To provide awareness of career and post-secondary alternatives for Indian students.

Objectives:

- a) Eighty percent (80%) of the eligible students were to be enrolled in District vocational programs. Those not meeting entrance qualifications were to be given remedial instruction.
- b) Ninety percent (90%) of the eligible students were to participate in the District CETA program.
- c) Seventy-five percent (75%) of "target students" were to increase their awareness of the variety of career opportunities available to them by 50%, through educational field trips.
- d) Of the identified senior students, 90% were to become aware of available post-secondary educational programs through workshops and field trips.

- e) Students at Carl Hayden High School were to be provided the opportunity to enroll in a Career class, "Living and Working in Phoenix."
- f) The career class teacher was to develop a proficiency test based on class material. The test was to be given to career class students and a control group, and 60% of the career class students were to demonstrate a 20% increase in career skills. (No specific comparisons to the control group were required.)
- g) Twelve students and one Youth Advisor were to attend Project "Close-Up" in Washington, D.C.

Attainment of Objectives:

a) Vocational Programs:

High point membership figures for 1980-81 show that eleven Indian students were enrolled at the Area Vocational Center and four were enrolled at the Phoenix Vocational Academic Center. This is obviously far below the "80% of eligible students" criterion. However, while these figures are low, the original criterion was far too high, as it is doubtful that 80% of eligible students were interested in a vocational program rather than the usual high school curriculum. No students requested remedial instruction during 1980-81, and, as mentioned above, the District already provides such instruction. Therefore, no attempt was made to duplicate District services.

b) CETA:

Only 43 Indian students participated in CETA, in spite of the fact that the Indian Education Facilitator met with the CETA Program Supervisor to request that more Indian students be accepted. Two reasons for the low enrollment were: 1) the fact that CETA focused more heavily on other minorities, and, 2) transportation difficulties for students living on the reservation.

c) Career Opportunities:

The objective related to career knowledge is difficult to evaluate. "Target students" is undefined, as is the method by which an "increased awareness of the variety of career opportunities available" is to be measured. In addition, it is impossible for 75% of the students to show an increase of 50% between pretest and posttest unless they all perform extremely poorly on the pretest. To address this objective, the Indian Education Program provided field trips to Honeywell, Reynolds Aluminum, and Motorola work sites.

A more important innovation, which addressed both this objective and the objective dealing with post-secondary education, was Indian College/Career Day. Rather than take additional school time to transport a small number of students to employment and educational sites, College/Career Day brought the sites to the students. Representatives of over 40 employers, schools, and armed service branches manned booths at the District Board Room. Indian students were bused from all high schools to College/Career Day and could speak to any representatives they chose and obtain literature about jobs or schooling. Over 120 students attended, and lunch was provided. This event was apparently worthwhile from the exhibitors' viewpoints as well as the students'.

in that a number of exhibitors have requested to be included in a Career Day next year.

d) Post-Secondary Education:

As mentioned, College/Career Day also addressed the needs of those student interested in post-secondary education. In addition, Indian students made field trips to Arizona State University (approximately 50-60 attended), Phoenix College, and Maricopa Technical College. Since attendance records were not kept, it is not known whether 90% of Indian seniors attended one or more of these functions. However, it does appear that program staff made a strong effort to meet this objective.

e) Career Class:

The "Living and Working in Phoenix" class at Carl Hayden High was taught as planned. A total of 34 students enrolled in the course during first or second semesters. Students learned how to write resumes, fill out job applications, perform at interviews, dress for the job, and live independently in a large city.

f) Career Class Proficiency Test:

Tests on the "Living and Working in Phoenix" material were developed by the teacher and used as part of the curriculum. The results are reflected in students' final grades. During second semester, twelve students were originally enrolled. Two dropped the course. Of the remaining 10, one received a "1" (highest), three received "2s" and two each received "3s" "4s," and "Fs." This is a fairly normal distribution but with a slightly higher percentage of low grades than the average class. In addition, the Program Facilitator reports that he monitored the class extensively and met with the teacher every two weeks to check class syllabus and materials, as well as reading all students' final papers.

g) Close-Up

Project "Close-Up" was attended as planned, and was felt to be a worthwhile experience. Eighty percent of student expenses were covered by the Indian Education project. In "Close-Up," students learned about the United States government on a first-hand basis. They talked with and observed members of legislative and judicial groups, and toured historic sites in Washington. This activity was attended by above average students chosen on the basis of attendance, academic record, essays, and involvement in Indian programs.

GOAL 6: To provide overall supervisory, operational, and fiscal management of Indian Education Programs.

Objectives:

Goal 6 relates to the hiring of the Project Facilitator and Secretary, and details their responsibilities.

Attainment of Objectives:

The Project Facilitator and Secretary were hired as planned. When the Facilitator resigned in the middle of the year, a new Facilitator was immediately appointed.

The original Project Facilitator failed to carry out some of his prescribed duties. He apparently performed little staff monitoring and did not often conduct staff meetings; rather, he relied on the Federal Programs Officer to do so. He did not develop staff inservice programs or a procedural manual for the Indian Education Program. He failed to hire a program evaluator in time to perform a process evaluation. Other duties were apparently carried out as specified.

The new Program Facilitator has made a strong effort to fulfill his responsibilities in the five months he has served as Facilitator. This has often meant "making up for lost time" in carrying out activities which should have been begun or even completed by the former Facilitator. The new Facilitator has performed staff monitoring and evaluations and conducts frequent staff meetings. As explained under Goal 2, he has developed and conducted three inservice workshops, using both District personnel and outside consultants. Arrangements for program evaluation were begun almost as soon as he took office, but it was by then far too late for a complete process evaluation. Other duties have been carried out as planned.

The Project Secretary carried out her responsibilities as described in the proposal. She appears to devote more time to program liaison activities than might be expected, working long days and participating in evening and weekend events and field trips. These activities are not contained in her job description.

GOAL 7: To increase parental involvement in the educational and social development of Indian students.

Objectives:

- a) Parents were to show improved participation in program activities as compared with the percent of parents involved during 1979-80.
- b) There were to be four area meetings for parents, four general parent meetings, and monthly meetings of the parent executive committee.
- c) At least 80% of parents and students were to be provided with progress updates on District criterion-referenced tests and the California Achievement Test.
- d) Seventy-five percent (75%) of identified students were to be pre/posttested with achievement tests, and the results communicated to parents.

Attainment of Objectives:

a) Parent Participation:

No figures for parent participation in 1979-80 were available, so it is not known whether participation improved. In general, it appears that more parents did become involved in special events designed to be of particular interest to them. A parent pot-luck dinner was well attended, and an Awards Night at the end of the year was a great success. Approximately 125 people attended that event, at which parents and students received trophies in recognition of accomplishments. Awards ranged from honor roll, arts and athletics recognition to appreciation of parent participation and "most improved." Free tickets to Legend City Amusement Park were distributed.

b) Parent Meetings:

Table 4 shows parent and staff attendance at all meetings where records were kept. There were four general parent meetings. The Parent Executive Committee met monthly as planned, except that there is no record of meetings prior to December 1st. Meetings included the required public hearing, a potluck, awards night, and a Parent Advisory Committee meeting. Attendance at several meetings was not recorded, but minutes or other documentation show that the meetings were held. Parent area meetings were held as planned, but attendance was only recorded at one.

Unfortunately, attendance at most meetings, including those of the Parent Executive Committee, was fair to poor. Parent Advisory Committee members virtually stopped attending parent meetings after February, while "ordinary" parents attended only the initial meetings and special events (where attendance was not taken). This poses a serious problem for program staff. Parent Advisory or Parent Executive Committee members must give final approval to many program decisions, however it is often difficult to obtain a quorum. Many decisions are apparently made by the Executive Committee alone, and may be heavily affected by which committee members attend particular meetings. In addition, non-urban parents, many of whom may have transportation difficulties, appear to participate infrequently or not at all. The above problems are complicated by the fact that the Parent Executive Committee Chairman and/or the Program Facilitator have called meetings on very short notice.

c) Student Basic Skills Progress Updates:

The Phoenix Union High School District individually notified parents if their children had not passed the three District criterion-referenced test. All parents of seniors were notified at the beginning of the year if their children had failed any sections of the tests.

d) Student Achievement Tests:

The objective of pre/posttesting 75% of identified students on the California Achievement Test was not met. This was due to non-attendance, dropouts, and refusals to participate. Valid pre-post scores were obtained for 186 Indian students in reading and language and 188 in math. As Table 5 shows, the students made significant gains in all three areas during the year. Test results were communicated to all parents by mail, along with an explanation of the scores and a comparison with local, state, and national norms. Due to resistance by Indian students to being singled out for pretesting in the fall, the normal District schedule of spring/spring testing will be followed in the future.

OPINION SURVEYS AND NEEDS ASSESSMENTS

Introduction:

Four groups of individuals directly or indirectly concerned with the Indian Education Program were asked to complete survey questionnaires during spring semester 1981. The questionnaires solicited opinions in two areas: 1) What needs should the program attempt to address? 2) Was the program perceived as effective?

The four groups receiving surveys were Indian parents, Indian students, school bookstore managers, and school principals, assistant principals, and head counselors.

Results:

a) Parents:

Survey forms were sent by first-class mail to all 386 parents of Indian students enrolled second semester. The number of parent surveys mailed is smaller than the number of identified Indian students, as many parents have more than one child in high school. The survey was constructed on a simpler design than that used in 1979-80, in hopes that more parents would complete and return it. More than three times as many parents responded this year than last, but the percentage of responses compared to the number of surveys sent out was still very low. Only 44 of 386 surveys were returned, a total of 11.4%. Additionally, those parents who did return their surveys often failed to answer several questions. For these reasons, the survey cannot be considered a valid representation of the needs and opinions of the majority of Indian parents within the District. The results will neither be interpreted nor discussed, as they may be highly inaccurate. They are included in Appendix A of this report, along with verbatim comments from the same parents, as evidence that the survey was conducted.

b) Students:

The student survey was distributed to all students present at Indian Club meetings during one week in March. The surveys were filled out and returned anonymously. This method of distribution assured a slightly higher response rate than mailing, although it must be kept in mind that only the more involved students would be reached in this manner. A total of 85 students, or approximately 15% of all identified Indian students, responded. This percentage is only slightly higher than that obtained on the parent survey, but it represents a specified group of students. Also, those students responding were more likely than parents to answer all questions. The results reflect the views of those students most involved in Indian Education Program activities.

The respondents came from all regular District schools except Alhambra, Browne, and South. They were fairly evenly divided between male and female, but more ninth and tenth graders responded than older students. (See Table 6 for student survey responses.)

When asked which services were most important for Indian Education to provide, the largest number gave "money for books, clothes, and in-school expenses" the highest priority. Next often ranked number one in priority were "field trips outside of Phoenix." The third most often cited item was "help with class work," fourth was "Indian Club activities," and fifth was "remedial help with math, reading, or writing." Few students gave "field trips in Phoenix," "Intertribal Club activities," "Indian cultural awareness," or "parent/community activities" high priority. (Students had generally not taken many field trips. One-third had not participated in any, and only 26% had taken more than one.)

More than three-fourths of the students responding (76.5%) reported that they felt comfortable talking to their Indian Youth Advisors. They were less positive that the Youth Advisors were available to talk to when needed: 38.8% answered "yes," but 42.4% answered "sometimes" and 4.7% said "no."

Less than half of the respondents had attended the Indian Education summer school program. Of those who had, the majority expressed the opinion that summer school was effective, needed minor changes only (no major ones), and should be continued. All but one of the 41 students who had been tutored by Indian Education teachers reported that the tutoring had helped them.

These students felt they received little or no information about Indian culture in their regular classes (question 9). However, some of them (27.1%) reported that the .2 Indian Education class had helped them to learn about Indian culture. They were more positive that the .2 class had helped them with regular classwork (48.2%), with remedial work (36.5%), and in feeling better about themselves (38.8%).

When presented with several possible means of keeping Indian students from dropping out of school, the majority of students (58.8%) were of the opinion that "more understanding teachers" would help. Other important factors were "more emphasis on basic reading, math, and writing" and "more structured schedule." The least valid ideas according to these students were "stricter teachers" (3.5%) and "less structured schedule." Comments and suggestions on this subject are reproduced in Appendix B, along with all other student comments.

Finally, a majority of student respondents (60.0%) had found their regular school counselor of some assistance in coping with personal or school-related problems. However, they were generally unaware of special schools and programs provided within the District, with the exception of Bostrom Alternative Center.

Slightly over half of these students (51.7%) rated the Indian Education Program as "very good" or "good." Another third (37.6%) rated it "average." Only 5.9% saw it as "poor" or "very poor."

c) Principals, Assistant Principals, and Head Counselors:

Principals, Assistant Principals and Head Counselors were surveyed because they were most likely to contact the Indian Education staff regarding home or school problems of Indian students. The response to this survey was very good: 71.7% of all District Principals, Assistant Principals, and Head Counselors completed and returned their surveys.

Table 7 presents the results of the survey. Most of the respondents (86.8%) had needed to contact the campus Indian Youth Advisor at some time in the past. Almost three-fourths of them had found Youth Advisors to be both helpful (71.1%) and knowledgeable (73.7%). Unfortunately, the Youth Advisor was not always available when needed: 36.8% reported that the advisor was "sometimes" available. Two respondents commented that they felt their campus needed a full-time Youth Advisor rather than one shared with other campuses. An additional two indicated they needed more of the Youth Advisor's time. Four others stated that Youth Advisors should post a clear schedule of office hours and adhere to it. (These and other comments are reproduced in full in Appendix C.)

Slightly more than one-third of the sample had tried to contact the Indian Education Program Director at least once. Of those who had, the majority found that he was available when needed (60.0%), helpful (86.7%), and knowledgeable (80.0%), although one-third reported that he was only available "sometimes." (This may refer either to the previous Program Facilitator or the current one, or both.)

Youth Advisors were perceived as having good rapport with Indian students by 78.9% of the Principals, Assistant Principals, and Head Counselors who responded. Only one individual felt that a Youth Advisor had not been helpful in contacting Indian parents. The advisors were considered as effective in carrying out their jobs by 47.4% of respondents, and as "sometimes" effective by another 28.9%.

When asked what an Indian Youth Advisor's job was, many different opinions emerged. The answers to this question are included in Appendix C. It is clear that while many school administrators see their Youth Advisors as some sort of counselor, they have very differing ideas as to what that counseling entails. This may explain why 23.7% of the Principals, Assistant Principals, and Head Counselors who responded reported that they had at least sometimes experienced problems in communication with the Indian Youth Advisor or Program Director.

d) Bookstore Managers:

The Indian Education program has in the past experienced difficulties in assuring that Indian students who qualify for assistance in purchasing books and supplies receive their books on time. Accordingly, the new Project Facilitator requested that a survey of campus bookstore managers be conducted to obtain opinions/suggestions for improving book distribution. The survey was carried out and responses obtained from eleven bookstore personnel. Eight high schools were represented, with more than one response from several schools. Responses are given in Table 8, and comments and suggestions in Appendix D.

It is obvious that there is some dissatisfaction with the income eligibility certification process. Four respondents indicated that they never received the list of Title IV and J.O.M. students last year. None of the respondents felt the list had been accurate, helpful, or received in time (the majority opted not to answer this question). Not surprisingly, almost half of them (45.5%) indicated a need for a spring meeting to clarify problems related to Indian Education. These results were communicated to the Program Facilitator, who did hold such a meeting in May.

Some bookstore personnel had contacted Indian Youth Advisors about the Indian Education Program. Those who had, rated the Youth Advisors higher on courtesy than helpfulness or knowledgeability.

The process of certifying income eligible students was seen as time consuming but not difficult by 54.5% of the respondents. The same percentage thought it would be helpful to have Indian Youth Advisors present at registration to explain income eligibility to students and pass out the forms necessary for certification. Several other suggestions were given. These are reproduced in Appendix D.

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J.O.M. SUMMER SCHOOL

The Indian Education Program provided three courses for Indian students during summer 1981. The courses were American History 1, American History 2, and English/Reading/Writing Skills. Originally, 34 students enrolled in American History 1, and 28 successfully completed the course. These 28 then enrolled in American History 2, and all but one passed. The success rate was lower in English/Reading/Writing Skills: of 39 enrolling, 5 dropped out and 10 failed. The teacher later reported that he felt students didn't take him seriously enough, as the ten who failed simply did not turn in their classwork.

In evaluating the Indian Education Summer School, the two teachers were generally favorable. They did state, however, that better teaching materials and textbooks would improve the program. One teacher expressed a need for a wider variety of classes. The other wanted to allow incoming ninth-graders to enroll, in order to upgrade their basic skills before they started high school.

Summer school students were asked to complete a questionnaire regarding the positive and negative aspects of the program. The questionnaires were returned by 23 of the English students and 24 American History students. Overall, the main strengths of the summer school program as seen by students were: 1) course content, 2) all Indian classes, and, 3) field trips. The primary improvements needed were: 1) better books, and, 2) more supplies (paper, pencils, and so forth). When asked about the teacher's strengths, both groups of students mentioned teaching skills and ability. An additional factor most often mentioned for one teacher was strict discipline, coupled with a pleasant personality and the ability to motivate students. It appears, then, that these students appreciate a definite structure and firm rules in the classroom, as long as it is also obvious that the teacher cares about the students. Fewer students mentioned any weaknesses in their teachers, except that one teacher had too quick a temper and the other did not have strong enough discipline. There were many suggestions for courses to be given next summer. Most often requested was math, followed by social studies and English.

Thus, both students and teachers involved in the program seemed to feel it was worthwhile. In addition, the Assistant Superintendent of Instruction and the Federal Program Director monitored summer school classrooms and reported favorably on the program to the Program Facilitator.

The Indian Education Program also supported Indian students in regular District summer schools. Tuition and books were paid for 45 students enrolled in those programs.

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ADDITIONAL OBSERVATIONS:

While observing the Indian Education Program in action, the evaluator noticed several factors which affect either program operation or program evaluation. These factors are as follows:

a) List of identified Indian students:

The District computer list of identified students is inaccurate. It does not include all students, does include some students who are not Indians, and contains some incorrect parent names and addresses. This list is compiled from information reported by the high schools, rather than by the Indian Education Program. Any student who checks "Native American" on his/her registration form is automatically included on the list, along with the parent name and address the student provides. This poses problems for Indian Education staff in reaching parents by mail or obtaining a true list of all students enrolled at a later point in the school year.

b) Daily Logs:

The Project Facilitator and Youth Advisors all kept daily logs of their activities. Those of the Facilitator were specific and detailed. Youth Advisors' logs, in contrast, were often vague or incompletely filled out. An entry such as "7:30 - 11:30: On site" is useless when attempting to document meetings with parents or students. Telephone contacts were almost never noted. The logs generally do not give a good overall picture of Youth Advisor's activities.

c) Preventive Model:

The Indian Education Program staff is attempting to develop a preventive program. However, many small crises erupted during the year. Many of them seemed to be due to factors which were not under program control: students do not enter the Phoenix Union High School District until ninth grade, some are already discipline problems, some have poor elementary school backgrounds, and some are facing an urban environment for the first time. Additionally, many come from families with low incomes and suffer financial hardships. These factors will continue to affect program operations regardless of the effectiveness of the preventive model developed.

CONCLUSIONS:

1. The new Program Facilitator is making a strong effort to correct some program deficiencies which he inherited from the previous administration.
2. Indian students made significant progress on the California Achievement Test during 1980/81.
3. Many Indian students had already passed the District criterion-referenced tests when they entered school in the fall. Of those who had not, many improved their scores during the year. Some, however, failed to take a re-test.
4. Students participated in an Inter-Tribal Council and cultural affairs as planned.
5. The "Arizona Tribal Close-Up" was not developed but students did participate in both the Arizona and the National Close-Up programs.
6. The following activities were completed as planned:
 - a. Hiring of part-time teachers, Youth Advisors, Program Facilitator and Program Specialist.
 - b. Field trips, cultural and after-school activities.
 - c. Distribution of aid in buying textbooks, clothing and supplies for eligible students.
 - d. Workshops for Youth Advisors.
 - e. Establishment of Indian Materials Resource Center.
 - f. Formation of student Inter-Tribal Council.
 - g. College/Career Day.
 - h. The career class at Carl Hayden High School.
 - i. Attendance at Project "Close-Up."
 - j. Parent general, area, and executive committee meetings.
 - k. Student achievement testing.
 - l. Needs assessment surveys.
7. The list of identified Indian students stored on the District computer is inaccurate as a result of incorrect information received from students and the lack of updating by Indian Education staff.
8. Due to difficulties in obtaining income-eligibility forms, there have been problems in ensuring that eligible students receive school books by the end of the first week of school.
9. Attendance at Parent Advisory Committee Meetings and Parent Executive Committee Meetings is fair to poor. Meetings are sometimes scheduled on very short notice. The Parent Executive Committee rather than the larger parent group probably makes the majority of program decisions. (This problem was previously noted two years ago in an evaluation report by the National Indian Training and Research Center: NITRC.)

10. Indian Education staff members are dedicated to their program goals, objectives, and activities, and frequently devote extra hours to their work.
11. So few parents responded to the needs assessment survey that the results are of questionable value.
12. Students listed the following needs in order of frequency:
 - a. money for books, clothes, and in-school expenses
 - b. field trips outside of Phoenix
 - c. help with class work
 - d. Indian Club activities
 - e. remedial help with math, reading, or writing
13. Several school administrators, when surveyed, requested that Youth Advisors post regular hours and be available at those times.
14. The former Program Facilitator did not develop a preventive program model. The current Facilitator has begun background research into such a model.
15. While the Indian Education Program is to develop along the lines of a preventive model, crises will always occur, due to factors beyond the control of program staff (family financial difficulties, "culture shock," and so forth).
16. Youth Advisors' daily logs were poorly kept and uninformative. It was impossible to evaluate the number of contacts with parents or students. The Facilitator's logs were much more complete.
17. Student and parent participation in the program was difficult to evaluate, as student attendance at field trips and special events was not recorded, and attendance at parents meetings was not consistently noted.
18. The objectives and activities which the Indian Education Program was to complete during 1980-81 were in many cases unrealistic, and some were actually impossible to attain.

RECOMMENDATIONS:

1. Both the Parent Executive Committee and the program staff should support the new Program Facilitator in his efforts to improve program operations and accountability.
2. After registration each fall and spring, Youth Advisors should examine the District list of identified Indian students and update it, based on interviews and their knowledge of students at their schools.
3. Youth Advisors should check criterion-referenced test records and encourage those students who have not passed the tests to enroll in Basic Skills classes and re-take the tests.
4. A review of the Youth Advisor and clerical support positions should be conducted in order to better distribute work assignments and job responsibilities.
5. Youth Advisors should be present at registration to verify eligibility of students indicating they are Native Americans, to explain the program, and to distribute Income eligibility forms.
6. The Program Facilitator and Parent Executive Committee Chairperson should publicize parent meetings at least one week in advance.
7. If a member of the Parent Advisory Committee or Parent Executive Committee attends fewer than 75% of the meetings during one year, he or she should not be permitted to serve on the committee the following year.
8. At least one Parent Executive Committee meeting each year should be held on the Gila River Indian Reservation. The Gila River Pimas have the largest student enrollment of any tribe in the program, but many parents are unable to attend parent meetings because of the distance involved.
9. Youth Advisors should post regular office hours at all schools and adhere to them, so as to be available to provide services to parents and students. If they must leave campus during posted hours, they should inform both the unit administration and the Program Facilitator.
10. Inservice for program staff should include some crisis intervention training.
11. Youth Advisors should improve their daily logs by keeping better documentation of meetings and phone calls with parents and students. (This recommendation was also made in the August 1979 NITRC evaluation.)
12. Attendance records should be kept for all field trips and special events so that program objectives can be evaluated.
13. The program evaluator should be hired early in the school year, so that he/she can plan the evaluation data collection with staff members.
14. To avoid "burn-out," program personnel should not expect themselves, nor should others expect them, to routinely work 10 hour days or 6 or 7 day weeks.

15. A model preventive program should be developed.
16. Students who participate in Washington "Close-Up" should be required to write personal observations of their experiences for program administration.
17. Program objectives and activities should be revised to be more concrete and realistic in relation to student needs, funding, and available staff. As was mentioned in the 1979 NITRC report, the intent of the program should not be to involve every Indian student in an "Indian" activity. Rather, it should be to assess student needs, make students aware of the resources available to them, and help refer students to those services which are needed, whether or not those services are actually provided by the Indian Education Program.
18. In relation to Recommendation #17:
 - a. The Parent Advisory Committee and program staff, in revising objectives and activities, should reduce attempts to duplicate services already provided by other sources. For instance, there is little if any need for Indian Education to provide tutors for Indian students when there are limited requests for such a service. Program funds could be better spent investigating services that are readily available and advising/referring students to those services.
 - b. More program objectives and activities should be directed toward the average and above average student. "Problem" students tend to be more visible and receive comparatively more attention.

TABLE 1
INDIAN EDUCATION PROGRAM
STUDENTS IDENTIFIED as of July, 1981

ONE TRIBE

<u>Tribe</u>	<u>Number of Students</u>	<u>Tribe</u>	<u>Number of Students</u>
Acoma	1	Navajo	93
Apache	49	Nez Perce	2
Blackfoot	2	Nitnyat-nootka	1
Cherokee	25	Oneida	1
Chickasaw	3	Osage	1
Chippewa	5	Paiute	1
Choctaw	7	Papago	31
Colorado River	5	Pawnee	2
Comanche	3	Pima	134
Confederated Tribes, Warm Springs	1	(Gila River - 109)	
Creek	3	(Salt River - 25)	
Crow	1	Quechan	1
Eskimo	1	Seneca	1
Havasupai	1	Shoshone	2
Hopi	60	Sioux	15
Hualapai	7	Tewa	1
Iowa	1	Tlingit	1
Isleta	1	Ute	1
Kiowa	2	Wichita	1
Laguna	1	Yaqui	11
Makah	1	Yavapai	2
Menominee	1	(unlisted)	1
Mohave	2		
Mohawk	3	Total	489

TWO OR MORE TRIBES

Acoma/Gros Ventre	1	Comanche/Tawakoni	1
Apache/Mohave	1	Creek/Isleta	1
Apache/Sac & Fox	1	Hopi/Apache	9
Apache/Yaqui	2	Hopi/Hualapai	2
Apache/Yavapai	6	Hopi/Laguna	4
Apache/Yavapai/Tewa	1	Hopi/Maricopa	2
Arapaho/Cheyenne	2	Hopi/Paiute	1
Arapaho/Sac & Fox/Seminole	2	Hopi/Papago	1
Cherokee/Cree	1	Hopi/Tewa	2
Cherokee/Creek	1	Mohave/Gros Ventre	2
Cherokee/Cheyenne	1	Mohave/Quechan	2
Cherokee/Choctaw	1	Mohawk/Cheyenne	2
Cherokee/Iroquois	1	Navajo/Apache	1
Cherokee/Mohave	1	Navajo/Blackfoot	1
Cherokee/Navajo	1	Navajo/Hopi	2
Cherokee/Ute	1	Navajo/Papago	1
Cherokee/Blackfoot/Mohawk	1	Navajo/Sioux	1
Cherokee/Creek/Chickasaw	1	Navajo/Apache/Maricopa	1
Cherokee/Creek/Pima	1	Navajo/Arapaho/Kiowa	1
Cherokee/Papago/Pima	1	Navajo/Creek/Seminole	1

TABLE 1 - continued

TWO OR MORE TRIBES

<u>Tribe</u>	<u>Number of Students</u>	<u>Tribe</u>	<u>Number of Students</u>
Paiute/Kaibab	1	Pima/Apache/Navajo	2
Papago/Quechan	2	Pima/Apache/Navajo/Maricopa	2
Pima/Apache	3	Pima/Cheyenne/Pawnee/Sioux	1
Pima/Blackfoot	1	Pima/Cocopah/Maricopa	2
Pima/Choctaw	2	Pima/Maricopa/Mojave	1
Pima/Comanche	1	Pima/Maricopa/Navajo	1
Pima/Hopi	1	Pima/Maricopa/Yaqui	1
Pima/Hualapai	2	Sioux/Cheyenne	1
Pima/Maricopa	4	Winnebago/Omaha	1
Pima/Mohave	2	Winnebago/Sac & Fox	2
Pima/Navajo	1	Yaqui/Mayan	2
Pima/Papago	7		
		Total	109

TABLE 2
INDIAN EDUCATION PROGRAM
STUDENTS IDENTIFIED as of July, 1981

<u>School</u>	<u>Number of Students</u>	<u>Percent</u>	<u>Grade</u>	<u>Number of Students</u>	<u>Percent</u>
AVC	4	.7	9	77	12.9
Alhambra	41	6.8	10	164	27.4
BACE	24	4.0	11	156	26.1
BACE & AVC	18	3.0	12	192	32.1
Browne	24	4.0	8	1	.2
CEC	5	.8	7	7	1.1
Camelback	45	7.5	GED	1	.2
Central	113	18.9	Total	598	100.0%
Cyesis	1	.2			
Desiderata	1	.2			
Desert Valley	4	.7			
East	29	4.8			
Hayden	105	17.6			
Maryvale	38	6.4			
South	54	9.0			
Union	34	5.7			
West	<u>58</u>	<u>9.7</u>			
Total	598	100.0%			

TABLE 3
Phoenix Union High School District
INDIAN STUDENT DROPOUT RATES

<u>Year</u>	<u>Indian Dropout Rate in Percent</u>
1978/79	26.5%
1979/80	24.4%
1980/81	22.9%

TABLE 4
INDIAN EDUCATION
ATTENDANCE AT PARENT MEETINGS

1980-81 Meeting Dates and Type of Meetings

Parent																			
Attendees	Gen'l Parent 10/15	Budget 10/27	Gen'l Parent 11/19	Exec. Comm. 12/01	Budget 12/02	Public Hearing 1/06	Exec. Comm. 1/09	Exec. Comm. 2/05	Parent Adv. Comm. 2/09	Area Meeting 2/10	Potluck 3/03	Exec. Comm. 3/05	Exec. Comm. 4/06	Exec. Comm. 5/05	Awards Night 5/13	Exec. Comm. 6/04	Parent Adv. Comm. 6/19	Exec. Comm. 7/13	Exec. Comm. 7/14
Parent Executive Committee	A		X	X	X	X						X			X			X	X
	B		X	X		X		X	X			X					X	X	X
	C			X	X	X		X	X									X	X
	D			X	X				X			X					X	X	X
Parent Advisory Committee Represent- atives	A				X				X								X		
	B		X	X		X													
	C	X		X					X										
	D				X														
	E																		
	F																		
Indian Education Staff	A		X	X	X														
	B		X	X	X														
	C			X		X		X	X	X		X					X	X	X
	D			X		X		X	X	X							X	X	X
	E	X	X					X	X	X									
	F	X				X		X	X	X									
	G			X					X										
	H																		
Parents	A		X	X	X														
	B	X	X	X	X														
	C		X	X	X														
	D	X	X	X	X														
	E		X	X	X														
	F		X	X	X														
	G		X	X	X														
	H		X	X	X														
	I		X	X	X														
	J	X		X	X														
	K			X	X														
	L			X	X														
	M		X		X														
	N			X	X														
	O			X	X														

*33 additional parents are recorded as having attended one meeting each.

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TABLE 5
Indian Education Program
California Achievement Test Scores
1980/81

Number	Reading		Language		Mathematics	
	186		186		188	
	<u>Scale</u> <u>Score</u>	<u>Grade</u> <u>Equivalent</u>	<u>Scale</u> <u>Score</u>	<u>Grade</u> <u>Equivalent</u>	<u>Scale</u> <u>Score</u>	<u>Grade</u> <u>Equivalent</u>
Pretest Mean	573.4	9.6	583.5	10.0	567.4	9.0
Posttest Mean	595.0	10.5	601.0	10.8	596.9	10.2
Mean Increase	+21.7	+.9	+17.5	+.8	+29.4	+1.2
p<	.001		.001		.001	

TABLE 6
INDIAN EDUCATION

STUDENT NEEDS SURVEY
1980-1981
(N=85)

As an Indian student, your ideas can help us to improve the Indian Education program. Would you please mark the box which best expresses your feelings about each item?
Thank you.

1. School: Alhambra Bostrom 7 Browne Camelback 6 Central 10 East 14
Hayden 13 Maryvale 13 North 11 South Union 7 West 4

2. Grade: 9th: $\frac{26}{34.1\%}$ 10th: $\frac{22}{25.9\%}$ 11th: $\frac{17}{20.0\%}$ 12th: $\frac{17}{20.0\%}$ NA: $\frac{3}{3.5\%}$

3. Sex: Male: $\frac{35}{41.2\%}$ Female: $\frac{36}{42.4\%}$ NA: $\frac{14}{16.5\%}$

4. Which of these services do you think are most important for the Indian Education program to provide? Please rank them in order of importance by placing a 1 next to the most important, a 2 next to the second most important, etc.

	Importance			Importance	
	#1	#2		#1	#2
a. Indian Club activities	17	9	f. Remedial help with math, reading or writing	15	12
b. Intertribal Club Activities	9	6	g. Indian cultural awareness	8	9
c. Field trips in Phoenix	3	19	h. Money for books, clothes, and in-school expenses	24	6
d. Field trips outside Phoenix	21	11	i. Parent/community activities (potlucks, cultural events, etc.)	7	6
e. Help with classwork	18	8			

5. How many field trips did you take last year?

NA	0	1	More than 1
19	28	16	22
22.3%	32.9%	18.8%	26.0%

6. Do you feel comfortable talking to your Indian Youth Advisor?

Yes	Sometimes	No	Haven't Met Advisor	NA
65	15	2	2	1
76.5%	17.6%	2.4%	2.4%	1.2%

7. Is your Indian Youth Advisor usually available when you need to talk to him or her?

Yes	Sometimes	No	Haven't Needed to Talk	NA
33	36	4	11	1
38.8%	42.4%	4.7%	12.9%	1.2%

TABLE 6 (continued)

8. Do you think Indian Education summer school:

	Yes	No	Have Not Attended Summer School	NA
a. Is effective?	28 32.9%	7 8.2%	44 51.8%	6 7.1%
b. Needs major changes?	6 7.1%	21 24.7%	39 45.9%	19 22.4%
c. Needs minor changes?	11 12.9%	13 15.3%	40 47.1%	21 24.7%
d. Should be continued?	34 40.0%	3 3.5%	39 45.9%	9 10.6%

9. Have you received any information about Indian culture in your regular classes?

	Yes, A Lot	Yes, A Little	No	NA
	8 9.4%	35 41.2%	41 48.2%	1 1.2%

10. Do you feel your regular school counselor (not your Indian Youth Advisor) has been able to help you with personal or school problems?

	Yes, A Lot	Yes, A Little	No	Never Talked to Counselor	NA
	25 29.4%	26 30.6%	19 22.4%	14 16.5%	1 1.2%

11. What do you think of the Indian Education tutoring program?

a. Have never used it.	39 45.9%	
b. Used it, and it helped me	40 47.1%	
c. Used it, but it didn't help me. .	1 1.2%	
NA	5 5.9%	

12. Does having one class a day with the .2 Indian Education teacher help you:

	Yes	No	Don't Know	NA
a. With regular classwork?	41 48.2%	7 8.2%	23 27.1%	14 16.5%
b. With remedial work?	31 36.5%	10 11.8%	24 28.2%	20 23.5%
c. Learn about Indian culture?	23 27.1%	19 22.4%	23 27.1%	20 23.5%
d. Feel better about yourself?	33 38.8%	8 9.4%	25 29.4%	19 22.4%

TABLE 6 (continued)

14. How do you think we could keep so many Indian students from dropping out of high school?

a. Stricter teachers	3 3.5%	e. Fewer classes	16 18.8%
b. More understanding teachers	50 58.8%	f. More structured schedule	25 29.4%
c. More emphasis on Indian Culture	21 24.7%	g. Less structured schedule	9 10.6%
d. More emphasis on basic reading, math, and writing	28 32.9%	h. other (specify) _____	

15. Were you aware that the following programs are available if you need them?

	Yes, I was Aware of it	No, I had Not Heard of It	NA
a. Alhambra Extended School (night school)	24 28.2%	52 61.2%	9 10.6%
b. Bostrom Alternative Center (for drop-outs and students who have been in trouble with the law)	39 45.9%	34 40.0%	12 14.1%
c. Continuing Education Center (for Title I disadvantaged students)	16 18.8%	55 64.7%	14 16.5%
d. Cyesis Center (for pregnant girls)	21 24.7%	52 61.2%	12 14.1%
e. Homebound (for students who must stay home due to handicap or illness)	22 25.9%	49 57.6%	14 16.5%

16. How would you rate the Indian Education Program?

Very Good	Good	Average	Poor	Very Poor	NA
20 23.5%	24 28.2%	32 37.6%	2 2.4%	3 3.5%	4 3.5%

TABLE 7

INDIAN EDUCATION

 PRINCIPALS, ASSISTANT PRINCIPALS, HEAD COUNSELORS
 NEEDS SURVEY
 1980-1981
 (N=38)

1. Campus:	<u>School</u>	<u>#</u>	<u>Percent</u>	<u>School</u>	<u>#</u>	<u>Percent</u>
	Alhambra	2	5.3%	Maryvale	3	7.9%
	Browne	5	13.2%	North	3	7.9%
	Central	5	13.2%	South	3	7.9%
	East	4	10.5%	Union	4	10.5%
	Hayden	4	10.5%	West	5	13.2%

2. Have you ever needed to contact your campus Indian Youth Advisor?	<u>Yes</u>	<u>No</u>
	33	5
	86.8%	13.2%

3. If so, was the Youth Advisor:	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>	<u>NA</u>
a. available when needed?	17	14	2	5
	44.7%	36.8%	5.3%	13.2%
b. helpful?	27	5	--	6
	71.1%	13.2%		15.8%
c. knowledgeable?	28	5	--	5
	73.7%	13.2%		13.2%

4. Have you ever contacted the Indian Education Program Director?	<u>Yes</u>	<u>No</u>
	15	23
	39.5%	60.5%

5. If so, was the Director:	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>
a. available when needed?	9	5	1
	60.0%	33.3%	6.7%
b. helpful?	13	2	--
	86.7%	13.3%	
c. knowledgeable?	12	3	--
	80.0%	20.0%	

6. Do you feel that Indian Youth Advisors are effective in carrying out their jobs?	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>	<u>NA</u>
	18	11	3	6
	47.4%	28.9%	7.9%	15.8%

8. In your experience, do Indian Youth Advisors generally have good rapport with Indian students?	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>	<u>NA</u>
	30	4	1	3
	78.9%	10.5%	2.6%	7.9%

TABLE 7 (continued)

	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>	<u>No Help Requested</u>
9. Has your campus Indian Youth Advisor been helpful in contacting Indian parents for you, your staff, or your teachers?	19 50.0%	5 13.2%	1 2.6%	10 26.3%
	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>	<u>NA</u>
10. Have you ever experienced problems in communication with the Indian Youth Advisor or Program Director?	3 7.9%	6 15.8%	28 73.7%	1 2.6%

TABLE 8
INDIAN EDUCATION
BOOKSTORE MANAGERS
NEEDS ASSESSMENT
1980-1981
(N=11)

1. Did you receive the list of eligible Indian students (Title IV and J.O.M. forms) from the Indian Youth Advisor this year?	<u>Yes</u>	<u>No</u>	<u>NA</u>
	5 45.5%	4 36.4%	2 18.2%
2. Was the list:	<u>Yes</u>	<u>Somewhat</u>	<u>No</u> <u>NA</u>
a. accurate?	--	3 27.3%	1 9.1%
b. received in time to be useful?	--	1 9.1%	4 36.4%
c. helpful?	--	2 18.2%	3 27.3%
3. Would you be interested in a spring meeting (work session) to clarify any problems you might have regarding the Indian Education Program?	<u>Yes</u>	<u>No</u>	<u>NA</u>
	5 45.5%	3 27.3%	3 27.3%
4. Have you contacted Indian Education Youth Advisors about the Indian Education Program?	<u>Yes</u>	<u>No</u>	<u>NA</u>
	4 36.4%	5 45.5%	2 18.2%
5. If so, were they	<u>Yes</u>	<u>Somewhat</u>	<u>No</u> <u>NA</u>
a. courteous?	6 54.5%	--	--
b. helpful?	3 27.3%	2 18.2%	1 9.1%
c. knowledgeable?	3 27.3%	1 9.1%	2 18.2%
6. Have you personally found the process of certifying income eligibility for Indian students to be:			
a. very complicated	1	9.1%	
b. slightly complicated	1	9.1%	
c. time consuming but not difficult	6	54.5%	
d. a simple process	0	0	
e. I have not been involved	3	27.3%	
7. In your opinion, would it be helpful to have Indian Youth Advisors present at registration to explain income eligibility to students and pass out the forms?	<u>Yes</u>	<u>No</u>	<u>NA</u>
	6 54.5%	3 27.3%	2 18.2%

APPENDIX A
INDIAN EDUCATION PROGRAM
PARENT NEEDS SURVEY
1980-81
(N = 44)

1. Does Indian Education provide enough money for your child's:

	Yes	No	Do Not Receive Money	NA
a. books?	9 20.5%	3 6.8%	30 68.2%	2 4.5%
b. clothing?	2 4.5%	6 13.6%	33 75.0%	3 6.8%
c. bus tickets?	6 13.6%	5 11.4%	30 68.2%	3 6.8%
d. other school expenses?	7 15.9%	3 6.8%	31 70.5%	3 6.8%

2. Is your child's Indian Youth Advisor available when you need to talk to him/her?

	Yes	Usually	No	NA
	7 15.9%	15 34.1%	14 31.8%	8 18.2%

3. Is the director (facilitator) of the Indian Education program available when you need to talk to him?

	Yes	No	Never Tried To Talk to Him	NA
	7 15.9%	5 11.4%	29 65.9%	3 6.8%

4. Which best describes the effectiveness of the director?

	Very Effective	Effective	In- Effective	Very In- Effective	NA
	1 2.3%	16 36.4%	7 15.9%	1 2.3%	19 43.2%

5. How has the Indian Education program helped your child? (Please check any that apply).

	Yes	No	Don't Know	NA
a. My child does better in schoolwork as a result of Indian Education.	9 20.5%	12 27.3%	13 29.5%	10 22.7%
b. My child has learned more about Indian cultures.	11 25.0%	16 36.4%	9 20.5%	8 18.2%
c. My child has made new friends.	11 25.0%	13 29.5%	11 25.0%	9 20.5%
d. It keeps my child out of trouble.	6 13.6%	13 29.5%	12 27.3%	13 29.5%
e. It has given my child more self-confidence.	12 27.3%	11 25.0%	10 22.7%	11 25.0%

APPENDIX A - continued, p. 2

6. Do you think the Parent Executive Committee is effective?	NA	Yes	No	Don't Know	Didn't Know There was one
	2 4.5%	6 13.6%	2 4.5%	14 31.8%	20 45.5%
7. Should we continue to offer summer school?		Yes	No	Don't Know	NA
		31 70.5%	0 0	12 27.3%	1 2.3%
8. Do you think the Indian clubs at school are good for the students?		Yes	No	Don't Know	NA
		25 56.8%	2 4.5%	16 36.4%	1 2.3%
9. Has your child ever used our tutorial service?		Yes	No		
		11 25.0%	33 75.0%		
10. If so, was it effective?		Yes	No	Don't Know	NA
		9 20.5%	5 11.4%	16 36.4%	14 31.8%
11. Are there enough field trips for the Indian students? within Phoenix? outside of Phoenix?		Yes	No	Don't Know	NA
		9 20.5%	14 31.8%	17 38.6%	4 9.1%
		4 9.1%	16 36.4%	18 40.9%	6 13.6%
12. How could we keep our Indian students from dropping out of school? (Check items you think would help).					
a. stricter teachers	5 11.4%		e. fewer classes		2 4.5%
b. more understanding teachers.	26 59.1%		f. more structured schedule		17 38.6%
c. more emphasis on Indian culture.	11 25.0%		g. less structured schedule		1 2.3%
d. more emphasis on basic reading, math, writing	34 77.3%		h. Other (specify)		--

APPENDIX A, continued, p. 3

13. Were you aware that the following programs are available to any students who need them?

	<u>Yes, I Was Aware of It</u>	<u>No, I had Not Hear of It</u>
a. Alhambra Extended School (night school)	14 31.8%	30 68.2%
b. Bostrom Alternative Center (for dropouts and students who have been in trouble with the law)	16 36.4%	27 61.4%
c. Continuing Education Center (for Title I disadvantaged students)	12 27.3%	31 70.5%
d. Cyesis Center (for pregnant girls)	14 31.8%	29 65.9%
e. Homebound (for students who must stay home due to handicap or illness)	14 31.8%	29 65.9%

15. How would you rate the Indian Education program in the Phoenix Union High School District?

<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Very Poor</u>	<u>NA</u>
2 4.5%	10 22.7%	15 34.1%	5 11.4%	3 6.8%	9 20.5%

APPENDIX A
INDIAN EDUCATION
Needs Survey

Parent Comments

12h. How could we keep our Indian students from dropping out of school?

- Work with parents/guardians and check homelife of students who are about to drop out.
- More help from counselors.
- Classes to challenge the above average child.
- Better monitoring by advisors.
- Family togetherness and communications in family.
- Help child when she/he ask for. None was offered to my child.
- Involve more parents and grandparents informing them of school activities.
- More school grounds supervision.
- More parent involvement.
- Parent involvement.
- Show how college can improve life.

APPENDIX A
INDIAN EDUCATION
Needs Survey

Parent Comments

14. Do you have any questions for special classes or projects for our gifted Indian students?

-Yes to have Indian advisor to attend school function where Indian student are participating in. To see what our Indian children are doing.

-Not enough time is spent toward Indian culture learning.

-Would like to know more about any such classes. Consider myself gifted.

-Are parents aware their child is gifted? Are there any stimulating projects to keep these students involved in school? Are teachers notifying parents of students in event of absentism?

-Maybe something more advanced to stimulate interest and get them ready for college.

-Help them accomplish their gifted talent in any way we know how.

-Where are they? And I don't mean art or bead work classes! You don't see many advertisements for "bead worker" in the help wanted ads!

We believe this program is totally self-serving and some of the stupid Mickey Mouse "activities" only provide a head count to justify the "counselors" continued employment. I hope the Title IV Program is one of the first things Reagan cuts out of the Ed. Budget. They are a rip off of my taxes.

-I would like to know why we are not informed of activities for Indian students but yet you mail a questionnaire such as this. It really preturbs me! Signed a full blooded Indian parent of Trevor Brown.

-Dropout student; how can he or she get help if they're not qualified for money to buy books, bus ticket and other expenses?

-What special classes or special projects are now available to gifted Indian students?

APPENDIX B
INDIAN EDUCATION
Needs Survey

Student Comments

13. Do you have any ideas for classes or projects that would be useful for gifted/talented Indian students?
- To be open and get involved with the start of their career.
 - Dancing American Indian feather dance, crown dancers.
 - I just think everyone should be treated as equal.
 - Raise money to help support club.
 - Being able to participate in sports.
 - Art exhibit awards for each art contribution.
 - Find out what the students are talented in and try to get them interested. Special classes in lit and visits with famous Indians that have succeeded in that area.
 - Yes, art classes that build skills in Indian arts.
 - Should have an Indian Ed. class at Union.
 - Let them stay at a reservation for a week for learning experiences. Have Indians from other states at the Indian Capitol (Tahlequah) for field trips of the city or a tour.
 - Maybe they should be together more and do more things.
 - Have art work posted from Indian students.
 - Accelerated classes at their own pace so they'll be ahead of everyone else.

APPENDIX B
INDIAN EDUCATION
Needs Survey

Student Comments

14h. How do you think we could keep so many Indian students from dropping out of school?

- Indian teachers. (2)
- They should put more effort in things.
- Filling the needs of the students.
- None of this will help. I think that there is just hoping we can do.
- Pay.
- Talk to them and find out where they're come from.
- Stress the importance of college.
- You can't stop them from dropping out.
- You can't stop them.
- Teacher should at least have a smile on her face instead of being grumpy.
- Talk about the future life they will face without a diploma.
- More classes with Indian students.
- They need to have the will to learn.

APPENDIX B
INDIAN EDUCATION
Needs Survey

Student Comments

16. Do you have any other suggestions for ways to improve our Indian Education program?

- To encourage the Indian students more about how important their education is to them.
- More advisors.
- More involvement with students and have more field trips and meetings at the school.
- Yes. To emphasis more on getting Indian students to participate in Indian programs. In other words, advertise.
- Make it known to all Indian students! Get them involved with more activities. Have them meet regularly to find out what's happening in the program.
- Should get total information about events, activities outside of school.
- Get a student to talk to the students. Meaning a student who has been through experiences that messed up their own life. Because now a days the students don't listen to adults.
- More field trips to the reservation.
- No, I think it's just fine.
- More money, go on more trips. See more movies, own culture.
- More trips outs of Phoenix.
- They should do more group projects.
- Better prepared teachers.
- We should know our culture.
- Help any way we can if we try.
- Get the students here for the meeting at 6:00 a.m.
- We should be able to meet more often with our advisor, also have more Indian class.
- The Indian Ed. program needs to be more organized and responsible. They need a good structured system!

APPENDIX C
INDIAN EDUCATION
Needs Survey

Principals, Assistant Principals, Head Counselors Comments

7. What do you feel is the job of an Indian Youth Advisor?

- I am not sure.
- Possibly an extension of the counseling program.
- Information and advice with counseling.
- Assist youth and family in terms of various social services and to interpret Voc. Ed. opportunities.
- To serve as a counselor for Indian Youth.
- Helping students relate to the campus and facilitate their receiving an education.
- Help Native Americans realize their educational potential.
- Liaison with Indian students and parents - counseling assistance.
- Provide guidance and counseling services to Indian students.
- To assist wherever needed.
- Make students feel welcome - monitor excessive absences - provide meeting place.
- Co-ordinate programs, make student and parent contacts, help with academic problems, etc.
- The present one is doing an effective job of making contacts re: attendance and discipline. She gets involved with student in cultural and extra-curricular activities.
- To assist Indian youth with the learning process; to make them feel wanted, successful.
- Counseling modeling - making home.
- To help students with problems and help them to stay in school.
- To help assimilate Indian students into the dominant Anglo culture, be their advocate.
- A liaison with school people - to better serve Indian youth - keep them in school - referrals where needed.
- Counseling students and/or their parents.
- Maintain contact with home and student weekly.
- An advocate for Indians.

APPENDIX C
INDIAN EDUCATION
Needs Survey

Principals, Assistant Principals, Head Counselors Comments

7. What do you feel is the job of an Indian Youth Advisor? (continued)

- To assist students, primarily Indians, and staff to make school a successful experience.
- To encourage Indian youth in school, achievement by encouraging regular attendance and working through problems which hinders school progress.
- To assist Indian youth in finding and exploring opportunities for educational and social growth, and to provide the assistance and support services needed for the students to gain the greatest good from these opportunities in order that they may participate to the fullest in the mainstream of American life.
- To assist the students in academic, social and adjustment problems.
- Aid Indian students with high school adjustment.
- Counselor.
- Like most advisors, I would think their job varies for the exception of registration, of which I've never noticed them being an intricate part.
- Counselor, drop out preventor, a facilitator, an aide, tutor, community contact.
- Supplemental to health, guidance, economics, social and educational programs now available.
- To be on campus during posted hours to assist with problems dealing with Indian students or information.
- Assist Indian students in any way possible.
- Liaison between students, school, and project proposal as seen by district.

APPENDIX C
INDIAN EDUCATION
Needs Survey

Principals, Assistant Principals, Head Counselors Comments

11. Do you have any suggestions for improvements in the Indian Education Program?

- Do not have enough information to comment.
- We have had too many different Indian advisors. Each year we get a new person. Money must be poor.
- I'm not completely certain that out of town trips are necessary.
- Tell us the goals and objectives of Indian Education.
- Get more Indian Advisors so as to reduce the load of the advisors.
- More emphasis on Indian attendance, poor academic records of many Indian students direct results of poor attendance.
- Continue as she is. We need a little more of her time.
- Involve the youth advisor in more activities and responsibilities involving all youth (not just Indian). All groups would benefit from a positive relationship.
- The role of the Indian Advisor needs to be reviewed with the local administration. It may vary from campus to campus.
- Full-time advisor at each campus with Indian population this size.
- More parent involvement.
- Have a schedule posted so that it will be known when the Youth Advisor will be available.
- Help students participate in school affairs; e.g. student gov't; Would love to see participation in assemblies; although traditionally Indian youths are great runners and enjoy sports, few participate. I know it's the transportation problem, but sad that it hasn't been solved.
- Advisor should familiarize self with school schedule, rules and faculty to insure greater cooperation with Indian student.
- The Indian Advisor and a campus administrator should meet on a monthly scheduled basis.
- Maybe some meetings to explore expectations and also a schedule of time expectations.
- The establishment of a relatively absolute time schedule for being on campus.
- Have a full-time Indian Youth Advisor on campus every day, Monday through Friday, to have better contact with students. It is very hard for the students due to the fact that they are only on campus two days a week.
BUT THIS IS BETTER THAN NOTHING !

APPENDIX C
INDIAN EDUCATION
Needs Survey

Principals, Assistant Principals, Head Counselors Comments

11. Do you have any suggestions for improvements in the Indian Education Program? (continued)

- Yes. Indian students should feel that they can receive help from other counselors as well as the Indian Advisor. This feeling should be a part of the instillment from the Indian Advisor.
- Keep the program.
- Junk it.
- Need regular posted hours and a commitment to keep them or provide information if not kept.
- To be effective, the advisor must have posted hours and abide by them.

APPENDIX D
INDIAN EDUCATION SURVEY

BOOKSTORE MANAGERS - ACTIVITIES OFFICE PERSONNEL COMMENTS

Spring 1981

COMMENTS:

Question #1: DID YOU RECEIVE THE LIST OF ELIGIBLE INDIAN STUDENTS
(TITLE IV AND J.O.M. FORMS) FROM THE INDIAN YOUTH
ADVISOR THIS YEAR?

- Pres-sale was August 18-19-20-21. As you see I received this list September 16! This caused much confusion for the bookstore and the student at pre-sale.
- Yes, too late.
- Yes. Not complete and not typed (hard to read).
- I received a list of all Indian students.

Question #2: WAS THE LIST: a. accurate?

- Don't know
- N/A

Question #3: WOULD YOU BE INTERESTED IN A SPRING MEETING (WORK SESSION)
TO CLARIFY ANY PROBLEMS YOU MIGHT HAVE REGARDING THE INDIAN
EDUCATION PROGRAM?

- I believe if the proper forms are initiated early enough to the bookstore re eligibility for book subsidy and Title 4 funds we would not need further guidance. Pre-sale will be August 24-25-26-27, 1981 from 7:30 am to 12:30pm.
- Very much so!

Question #4: HAVE YOU CONTACTED INDIAN EDUCATION YOUTH ADVISORS ABOUT
THE INDIAN EDUCATION PROGRAM?

- I was contacted by the Indian Youth Advisor when the students needed assistance.
- Hard to reach - don't know when to really reach her. Sorry but Truth.

Question #6: HAVE YOU PERSONALLY FOUND THE PROCESS OF CERTIFYING INCOME
ELIGIBILITY FOR INDIAN STUDENTS TO BE: c. time consuming
but not difficult....

- because had to figure out what was what to who.
- time consuming.

APPENDIX D
INDIAN EDUCATION SURVEY
BOOKSTORE MANAGERS - ACTIVITIES OFFICE PERSONNEL COMMENTS

Question #7: IN YOUR OPINION, WOULD IT BE HELPFUL TO HAVE INDIAN YOUTH ADVISORS PRESENT AT REGISTRATION TO EXPLAIN INCOME ELIGIBILITY TO STUDENTS AND PASS OUT THE FORMS?

- ?

- Before pre-sale send letter to students and parents - contact in some way and explain program.

Question #8: DO YOU HAVE ANY SUGGESTIONS AS TO HOW WE MIGHT IMPROVE THE INCOME ELIGIBILITY CERTIFICATION PROCESS (CHANGES IN FORMS OR PROCEDURES)? OUR GOAL IS TO HAVE ALL STUDENTS RECEIVE THEIR BOOKS DURING THE FIRST WEEK OF SCHOOL.

- This form is received from the assistant principal in charge of low income book subsidy funds. As you see Title 4 is also listed but NOT signed by the Indian Youth Advisor. I would prefer either a separate form for T4 funds or the Indian Youth Advisor's signature on the book subsidy form also.
- Counsel the students. They must return forms immediately after they are received in order to receive books during 1st week of school.
- North will not be in existence next school year at this location.
- We need some kind of form from you the student can present at the time of book purchases to identify him as eligible and we need instructions from you ahead of time about Title IV and J.O.M. (What it is and how it's to be charged) - All budget or "005" students come with form in hand when getting their books at the beginning of year.
- The forms should all be completed before students com in for books. Parents should be notify way before book sales. We had a parent who was very rude because her son's name was not on the list and she went over the advisors and cause trouble which was unnecessary. She also said a few things about the bookstore which I felt wasn't fair. It wasn't our problem she did not understand your method of doing things. Then the kid was dropped. We should also have this list way before our book sales so we can write it on his cards.
- Item 3 is best solution or suggestion on this memo if we know each other and what we need to do to help each other - this is biggest step to whole problem.
- The list of eligible students is never available prior to the first week of school - Suggestion: The youth advisor or director could be of great assistance if the paper work could be done by the end of May or during the summer months. We drag our feet only in getting signatures, applications filled out so that the student can be served. One of the problems is District-caused. The new guidelines are not available until August. However, this should be no reason for delaying the application where it is obvious the student is needy.

APPENDIX D
INDIAN EDUCATION SURVEY
BOOKSTORE MANAGERS - ACTIVITIES OFFICE PERSONNEL COMMENTS

Question #8:

- A number of Indian students entering PUHSD schools for the first time do not have Title IV/JOM forms on file at the Indian Ed Office. It is no problem to give out these forms when the parent fills out the low income form; however, it sometimes takes days or even weeks for the parent to complete these Title IV/JOM forms, return them to the school, from there they are forwarded to the Indian Ed Office, where eligibility is established. If an Indian Youth Advisor could be present at book pre-sale (in August) and at walk-through sign-in both first and second semesters, it might help expedite the process described above. There was a misunderstanding this year at Carl Hayden because we did not receive the memo dated 9/4/80 from Tom McDonald/Jim DeHaas until 2/3/81. There has also been some confusion at Carl Hayden because of the Gila River Indian Community funds on deposit in our bookstore. Books, fees, supplies, etc. for Gila River student are supposed to be paid from the Gila River funds (when available) before Title IV/JOM funds are used. The Gila River list of eligible students was not submitted until around the beginning of second semester, with the result that a number of students who received Title IV/JOM funds were changed to Gila River, requiring duplication of paperwork by this office and the bookstore.

DO NOT WRITE
IN THESE SPACES